



# Reading

## At Carleton Endowed CE (VA) Primary School

### *A Guide for Parents*

### *2021-2022*



Our school provides a foundation for **all to flourish** rooted in the person and work of Jesus;  
**built upon Christian values** encouraging **aspirational achievement**.  
*'Everyone then who hears these words of mine and acts on them will be like a wise man who built  
his house on rock'*  
*Parable of the Wise and the Foolish Builders from Matthew 7:24-27*

## Introduction

Reading is an important skill which aids learning in all curriculum areas. At Carleton Endowed Primary School, we are dedicated to ensuring all children become confident, successful readers and gain a love and enjoyment of reading a wide range of literature.

We really value the huge contribution that parents make in the development of reading and have included in this booklet some information about how we teach reading in school and how you can support reading at home.

## The Teaching of Reading at Carleton Endowed CE (VA) Primary School

When teaching the English curriculum at Carleton Endowed CE (VA) Primary School, we strive to ensure that all learners acquire the necessary knowledge, skills and values to become confident readers, effective communicators and lifelong learners. Reading forms the core of our curriculum and we are committed to teaching our pupils to become skilled, enthusiastic readers who develop a comprehensive understanding of words, language and texts as they progress through our school. To support our pupils to be able to read for purpose and pleasure, we use teach reading in different ways throughout school.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Little Wandle Letters and Sounds Revised Phonics Programme Daily						
Small group reading sessions						
3 times a week		Weekly				
		Whole class reading lessons				
		Four times a week	Daily			

### EYFS and Key Stage 1

For a child to enjoy reading, they need to be able to access texts at their level. All of our reading practice books in EYFS and Key Stage One match the pupils' phonic knowledge, ensuring all words can be decoded. In EYFS and Year 1, all pupils are involved in group reading sessions with their reading practice books, three times a week. For our early readers in EYFS and Year 1, these reading practice books are also sent home at the end of each week for our pupils to re-read again at home.

When the pupils enter Year 2, group reading sessions are reduced to once a week; however, whole class reading lessons occur four times a week. Alongside this, all pupils have their own individual reading book. Once pupils are reading fluently in Year 2, pupils select an individual reading book from the Year 2 Class Library scheme.



### **Key Stage Two**

**In Key Stage Two, whole class reading lessons are daily. Sessions are centred around a high-quality text chosen by the class teacher. Specific reading skills are then taught and practised. While reading skills are being taught explicitly, the reading content is relevant, inspiring and purposeful and becomes the drive for developing wider subject knowledge.**

**All pupils in Key Stage Two have their own individual reading book, which they choose from their year group class library. Pupils select a book from a wide range of genres including picture books and graphic novels, non-fiction information books, biographies, poetry and novels. These books have been specifically selected by our teachers to form part of their year group's class library reading scheme. Pupils choose to work through the reading scheme in whichever way they wish. Reading progress is monitored through our pupil reading record which captures the pages read and a simple comment.**

**Having high expectations is very important; all pupils are expected to read at home for 20 minutes a night. In addition to this, pupils may also be reading their own book from home or from the school library.**



## Early Reading at Carleton Endowed CE (VA) Primary School

### Reading Practice books in EYFS and Year 1

Reading practice books in the EYFS and Year 1 Progress according to their sound content. Each book is placed into a phase corresponding with the Little Wandle Letters and Sounds Revised Phonics programme used in school. In each phase, books progress by introducing new sounds whilst also revisiting previously learnt sounds. Pupils' reading books are chosen according to their phonic ability. This is to ensure that all pupils can read the book rather than having to sound out every single grapheme as the latter often results in reluctant readers.

In the front of each reading book, there is useful information for the reader and the listener. Phonemes that will be covered in the book are there ready to be practised, as well as the common exception and high-frequency words that are going to appear through the book. Ideally, when pupils come across these words, they do not need to sound out and should read them straight away. It also informs pupils and whomever is listening to them, which words cannot be decoded because they are common exception words and do not follow phonic patterns. At the back of each reading book, there are specific questions linked with various reading skills. This is something we really encourage to ensure the child has a good understanding of what they have just read.

Our early reading practice books are from the 'Big Cat Phonics for Little Wandle Letters and Sounds Revised Books' and therefore directly support our phonics programme. Each book is checked and placed into our phase progression. We do not follow any levelling, banding or colour systems that other publishers may use. Instead, we group our books according to their phonic content. All books are placed into a phase aligned with our Little Wandle Letters and Sounds Revised Phonics programme. This ensures that the phoneme content progresses through the read scheme. All reading books are fully decodable up to the end of phase 5.

Reading practice books are sent home every week in EYFS and Year 1. Children are expected to read their book three times at home, each time focusing on a different aspect of reading: decoding, fluency and comprehension (the three-part read). We want the child to read the book repeatedly, allowing them to increase in confidence and therefore increasing the level of enjoyment. We then expect the pupils to have some understanding of what they have read. Our pupil reading records in EYFS and Year 1 state the focus of each aspect of reading and we ask that parents/ carers add a comment about their child's progress for each aspect of reading

### The Three-Part Read:

<b>Read 1</b> <b>Day 1</b>	<b><u>Decoding the book</u></b> Pupils use their phonic knowledge to decode the words on the pages. The focus is solely on this rather than comprehension and understanding.
<b>Read 2</b> <b>Day 2</b>	<b><u>Reading for Speed/ Fluency</u></b> This is another opportunity for the pupils to apply their phonic knowledge but slightly quicker. Pupils should recognise more of the words the second time round.
<b>Read 3</b> <b>Day 3</b>	<b><u>Comprehension</u></b> The pupils read the book again but, by now, they are quite familiar with the words. Ask your child what they think about what is happening as the read. Do they understand what they are reading?

## Phonics in EYFS and Year 1

Systematic synthetic Phonics is taught using the Little Wandle Letters and Sounds Revised Phonics programme throughout EYFS and Year 1. This is used to ensure pupils are taught new phonemes in a particular order using the four-part lesson format: revise, teach, practise and apply. Children are taught to read letters or groups of letters by saying the sound(s) they represent. Children can then start to read words by blending (synthesising) the sound together to make a word. Children are taught to apply the skill of segmenting (breaking up) words into phonemes to spell, and that blending and segmenting is a reversible process. We do this through a 30-minute fast-paced daily teaching session in EYFS and Year 1.

Phonics does not stand alone at Carleton Endowed CE (VA) primary School. We integrate this into many areas of the curriculum, referring back to sounds wherever possible.

Pupils who are making slow progress are identified quickly and intervention is immediately put in place, alongside the phonics teaching.



## Sharing Books

Our school library is well stocked and all pupils can access the library during dedicated library sessions within the school day. Pupils in EYFS and Year 1 visit the library every week and choose a library book to share with a parent/ carer for pleasure.



## Reading in Year 2 at Carleton Endowed CE (VA) Primary School

### Phonics and Spelling

Systematic synthetic phonics is revisited using the Little Wandle Letters and Sounds Revised programme. The first part of Year 2 is spent revisiting phase 5 alternative spellings. We then move our focus onto specifically teaching spelling and learning prefixes and suffixes. Children are also taught to explore etymology and develop spelling patterns based on their understanding of the root of a word.

### Group Reading

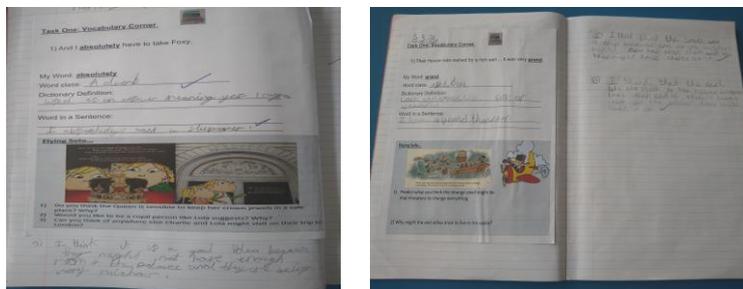
In Year 2, pupils read within a small group once a week, reading a book that is appropriate for their reading level. Within these groups, the pupils read the book as well as talking and discussing their opinions with the teacher. This creates a real chance for pupils to understand what they are reading and clear up any misconceptions. We focus our teaching on the National Curriculum and the end of Key Stage One reading framework. We use this to assess the pupils each time they complete a group reading session.

### Individual Reading at home

Once pupils have progressed through our decodable early reading practice books and are reading fluently, pupils move onto the Year 2 class library scheme. In this scheme, the children have more freedom to choose a book which the class teacher closely monitors. This is very similar to the KS2 class library reading scheme, however, the pupils are supervised more closely when choosing a book. This prepares them for Year 3. Children read these books twice to enable them to work on developing their confidence and comprehension. If a child needs further support to meet the age-related expectations, they will read to an adult in school on a regular basis.

### Whole Class Reading Sessions

In Year 2, whole class reading sessions are taught four times a week. Our sessions are based around a text that is initially unfamiliar to the pupils. We use questioning and activities to develop reading comprehension skills. The pupils take part in activities and answer comprehension questions within their reading journal each session.



### Sharing Books

Our school library is well stocked and all pupils can access the library during dedicated library sessions within the school day. Pupils in Year 2 visit the library every week and choose a library book to share with a parent/ carer for pleasure.

## Reading in Key Stage Two (Years 3-6) at Carleton Endowed CE (VA) Primary School

### Individual Reading at home

In Key Stage Two, pupils choose books from their class library reading scheme which is kept in the classroom. This scheme is made up of a range of highly recommended titles appropriate to each age group, which each class teacher has chosen. These are updated regularly based on pupil feedback, and new books are added. Pupils can read the books in any order. Once they have read one of the titles, they complete a book review for the class review folder and choose a new title. Class teachers monitor and track who is reading what and progress is recorded in their reading records.

While we expect pupils to work through the titles in the reading scheme over the course of the year, we encourage pupils to follow their interests too and they may also select books from the main school library.

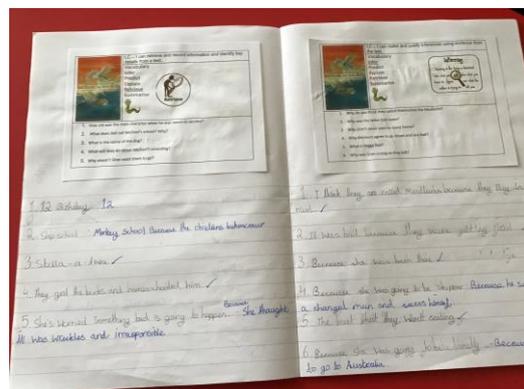
Across school, we expect pupils to keep a copy of their reading book on their desk at all times- they are encouraged to dip into it when they have a spare moment.

### Library Books

Our school library is well stocked and all pupils can access the library during dedicated library sessions within the school day. Key Stage Two pupils are encouraged to regularly choose a library book to read at home for pleasure.

### Whole Class Reading Lessons

Throughout Key Stage Two, pupils have whole class reading sessions every day to deepen their understanding of texts. Pupils are exposed to a variety of different genres in Whole Class Reading and these lessons are carefully designed to give our pupils the opportunity to develop their reading comprehension skills in ways which are interesting and challenging. This includes working individually, with partners, with small groups and as a whole class.



## Our Whole School Reading Reward Scheme: 'Read to Succeed'

Every child throughout the school has a reading bookmark. Each time they read at home and have their reading record signed, they will receive a sticker for their bookmark. Staff will count the number of times pupils have read and award the necessary stickers each week. When a child has received 25 stickers on their bookmark, their achievement will be celebrated in Good Work Assembly and they will be able to choose a book to keep.



### How can you help support your child at home?

- *Establish a regular time and place for daily reading, such as before bed.*
- *Keep a variety of reading materials available (picture books, non-fiction, chapter books, atlases, dictionaries, magazines, newspapers, join the library and visit regularly).*
- *Role models– share your own experiences of books (eg. talking about favourite books)*
- *Lots of talk! Ask questions encouraging children to think and make predictions about what they are reading.*

### Reading Comprehension Questions to ask your child

- What happened in the story?
- How did the character behave when...?
- What have you found out after reading the book?
- Where in the book would you find...?
- Where is the story set?
- What do you think will happen next?
- Through whose eyes is the story told?
- How do you feel about...?
- What do these words mean and why do you think the author chose them?
- What does an index/ contents/ glossary do?



- What did you like/ dislike about the story? Why?
- What is the main purpose of the text?

### **Useful Websites and Apps**

<https://www.phonicsplay.co.uk/>

<https://www.booktrust.org.uk/books-and-reading/have-some-fun/>

<https://literacytrust.org.uk/parents-and-families/>

Teach Your Monster to Read (App)

Reading Eggs (App)

*If you have any questions or would like further information regarding the teaching of reading and supporting your child's reading development, please contact Mrs Rachel Henderson, Curriculum Leader and English Subject Leader.*



